

GS.V State procedures and practices ensure collection and reporting of accurate and timely data.**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

Missouri utilizes a web-based data collection system to collect data for the five types of data reported and verified for Section 618, Part B of IDEA. The Division of Special Education Data Coordination section has responsibility for assisting with improving the integrity of special education data collected within the Core Data Collection System. The Core Data Collection System contains screens which are used to collect data from districts. Districts are required to enter data as directed in the Core Data Collection System Manual within specified timelines.

Reporting Accuracy:

The primary methods of facilitating accurate reporting by districts are as follows:

- Error checks and reports - Error checks have been incorporated into the web-based data collection system for invalid data reporting. When particular errors occur, an edit button will be displayed on the data entry screen. If a district's data entry screen is free from particular errors then no edit button will be displayed. Error reports list the district and their respective reporting error(s). Data Coordination personnel review these reports for errors and notify districts accordingly. Districts notify Data Coordination when corrections have been completed. Re-verification of data ensures appropriate revisions have been made.
- Technical Assistance - Data Coordination provides training annually to school district personnel. Topics include, but are not limited to, reporting requirements and facilitating data integrity. New administrators learn how to enter required core data elements and understand the significance of the data for decision making at the local, state, and federal levels. Data Coordination also provides ongoing technical assistance to school district personnel relative to the web-based data collected for special education (districts may call or email to ask questions). Person to person assistance facilitates and verifies reporting accuracy. Discussions with districts provide pertinent information regarding the clarity of the *Core Data Collection System Manual* and the clarity of data entry fields (including error defaults).
- Verification Procedures - Outlined below for each data collection
- Public Reporting - Part B data are used for profiling each public school district's data and statewide data annually. The Profiles include child count, placement, exiting and discipline data, among other items. The Profiles are provided to each district, and upon reviewing the Profiles, many districts see that revisions are necessary. District use of the Profiles vary, but many use the data as a part of their annual program evaluation and for reporting to local boards of education. This public reporting of the data helps to ensure accuracy.
- Monitoring - The Compliance monitoring process used district-reported data when monitoring districts. Districts are evaluated on child count and placement data as well as exit data. During the monitoring process, if districts identify additional reporting errors, the corrections must be made before the compliance staff will consider the new data. Informal verification is done as the compliance staff are reviewing the district's Profile in conjunction with the monitoring reviews.

Data Verification Procedures

Core Data Screen 9 (Discipline Incidents): Suspension/Expulsion for ten or more consecutive days or for more than 10 cumulative days (June Cycle of the Core Data Collection System). Districts receive an error notification (i.e. edit button is displayed) when any field on Screen 9 has not been completed or if invalid combinations have been chosen. Data Coordination may randomly check a district's data for errors or questionable reporting.

Core Data Screen 11 (Child Count, Placement and Census): Child Count, Census and Placement of students receiving services as of December 1 (December Cycle of the Core Data Collection System). In addition to reviewing error reports, data are reviewed for significant year to year changes. Districts are notified as necessary. Data Coordination personnel generate child count and placement (educational environments) data verification sheets for each school district upon completion of data entry. Verification sheets are sent to districts for review and for signature.

Core Data Screen 12 (Exiters): Exiter Data (June Cycle of the Core Data Collection System). Number of students by disability and by total is compared to previous year. Significant percentage changes are noted ($\pm 20\%$ for all exit categories except exiting special education or death which is $\pm 15\%$). Data Coordination may verify data by comparing exiter data entered for students' ages 14 to 22 years with child count and educational environments data entered for the respective reporting year (Screen 11). Exit categories may be reviewed for inordinate increases or decreases. Beginning with 2003-2004 collection, Data Coordination personnel generated review sheets for each school district to cross check exiter data with age 14-21+ child count data reported on Screen 11.

Core Data Screens 18 and 20 (Educator, Course and Assignment Data): Data includes Section 618, Part B data, i.e. the number of full-time equivalent employed to provide special education and related services (October Cycle of the Core data Collection System). Division of Special Education Funds Management personnel verify general reporting accuracy of special education and related services personnel data from public school districts. Verification by Data Coordination entails perusing data for significant increases or decreases from year to year.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Continue to work with districts to improve the accuracy of the data collected and reported
- Collect data on youth in city/county jails

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The accuracy of data collection and reporting is assured through a variety of processes within the Division of Special Education. In summary, edits checks are in place when districts enter data into the web-based collection system. Additional edit checks and year-to-year change checks occur when data is received by the Division. All edits are resolved. Verifications and Profiles provide data summaries coving multiple years to the districts. Data are being used to rank districts for focused monitoring and improvement planning purposes. Profiles are used as compliance staff review districts.

During the winter of 2005, the Division is working with selected districts to assess and validate their data collection and reporting methods. We believe that this review will verify that the efforts discussed above are, in fact, ensuring accurate data collection and reporting. This district level review will not be implemented as an on-going process due to the fact that Missouri is implementing a student ID system in the spring of 2005. As this student ID system develops over the next several years, we expect to have student level data on a statewide basis. At that point, we will develop a process of source document reviews to verify that data in the student level collection is accurate. The Special Education District Profile is available to districts on the web, however it has not yet been converted to a web-based application. This conversion is in progress and will result in districts and the public having access to more timely data reports.

The special education child count collection was not revised to collect data regarding youth with disabilities held in city/county jails. The revision was determined not to be required at this point, especially since the current collection is based on a point in time and this population has high mobility. These data will be collected through the Special Education Monitoring Self-Assessment (SEMSA) process.

4. Projected Targets:

- Continue to work with districts to improve the accuracy of the data collected and reported
- Develop a web-based District Profile system
- Develop and implement an on-site district data verification system in conjunction with the student ID system
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.IV

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.V BF.IV	Develop and implement a web-based application for the special education district profile.	Collaboration with IT and Core Data to develop web-based reporting of the data.	2005-06	<u>Section Responsibility:</u> Data <u>Funding Type:</u> Part B
		Policy developed to address the issues of confidentiality and the reporting of small cell size	2005-06	